**Visual Art Exploratory Course Guide**

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| **Visual Art Exploratory** | | | |
| **[Preface to Course Guide](http://cmapp.wcpss.net/guide/unit/id/2561)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| Preface to Course Guide | 1 | |  | | --- | |  | | **PREFACE:**This course guide is intended to be used as a guide and expected to be flexibly implemented. Units can be taught in any order and choice of specific lessons to be taught, resource materials used and assessment formats created are left to the instructor. Instructional guides offer variations based on type of course taught, length of course, length of class period, length of unit, differentiation for all levels of middle school learners, examples of student work meeting standards, and suggestions from experienced teachers. Essential outcomes incorporate the visual literacy, contextual relevancy and critical response goals and objective as outlined in the NC Essential Standards and therefore each student should show proficiency as determined by the instructor via formative and summative assessments.  [Instructional Guide](http://cmapp.wcpss.net/guide/instructional/id/6418/ref/8759) |
| **[Introduction to Visual Art in Middle School](http://cmapp.wcpss.net/guide/unit/id/2501)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| Introduction to Visual Art in Middle School | 2 | |  | | --- | |  | | Key Concepts:  Establish clear expectations for behaviors in the studio as well as actions of teacher and students with a focus on providing a creative learning environment with growth in artistic development over time.  Suggested Lesson Ideas (more listed in Instructional Guides)  -Create an artistic license  -Design a logo for your art portfolio  -Group Drawing activity on Post-it notes, compile into class "quilt" |
| **[1: Intro/Review Elements of Art & Principles of Design](http://cmapp.wcpss.net/guide/unit/id/2502)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 1: Intro/Review Elements of Art & Principles of Design | 3 - 10 | |  |  | | --- | --- | | 6.V. 1 | **Use the language of visual arts to communicate effectively.**  6.V.1.1 - Use appropriate vocabulary to describe art, including Elements of Art, Principles of Design, types of media, various processes, and style.  6.V.1.4- Recognize how artists use the Elements of Art and Principles of Design in creating art. | | Elements: Line, Shape, Form, Color, Value, Texture, Space  Principles: balance, emphasis, proportion, repetition, movement, contrast  Media: colored pencils, marker, paper, etc.  Introduction to Art History/Criticism:  Teach how to describe artwork using example of master work from history  Essential Outcomes: student should be able to show understanding and be able to talk/write about their use of 3 elements and/or 1 principle in their work as well as recognize it in art from the past or present  Instructional Guide: Select lesson/unit on Elements of Art and/or Principles of Design that fits your course, schedule and resources |
| **[2: Color, Shape and Texture](http://cmapp.wcpss.net/guide/unit/id/2503)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 2: Color, Shape and Texture | 11 - 20 | |  |  | | --- | --- | | 6.V. 1, 6.V. 2, 6.CX.1 | **Use the language of visual arts to communicate effectively.**  6.V.1.2- Understand how the Elements of Art can aid in the planning and creation of personal art.  **Apply creative and critical thinking skills to artistic expression.**  6.V.2.1- Generate solutions to artistic problems.  6.V.2.2- Use observation skills of the immediate environment to create original imagery.  **Understand the global, historical, societal, and cultural contexts of the visual arts.**  6.CX.1.1- Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age (1450). | | Elements:  Color - introduction to basic color wheel, warm and cool colors  Shape- organic versus geometric shapes, ability to create with variety of elements  Texture- simulated texture with patterns and/or application of media  Principles: specific to lessons  Art History/Criticism: Students should be able to look at master work from teacher selected period and talk/write on artist use of color, shape and/or texture  Essential Outcomes: Students will choose and use media to show understanding of color, shape and/or texture as well as be able to recognize its use in master artwork. Higher level learners will extend studies of elements as indicated in differentiated lessons as well as use critical analysis to assess their own work, peers and/or work from other artists.  Instructional Guides: Teachers may select from lessons listed to best fit levels of learners, course, unit length and resources  FORMATIVE ASSESSEMENT- Daily observation of student performance with correction |
| **[3: Line and Drawing](http://cmapp.wcpss.net/guide/unit/id/2504)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 3: Line and Drawing | 21 - 30 | |  |  | | --- | --- | | 6.CX.1, 6.V.2, 6.V.3 | **6. V. 2 Apply creative and critical thinking skills to artistic expression.**  6. V. 2.2-Use observation skills of the immediate environment to create original imagery.  **6.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.**  6.V. 3.1-`` Create art using a variety of 2-D and 3-D media, including digital.  **6. CX. 1 Understand the global, historical, societal, and cultural contexts of the visual arts.**  6.CX.1.2- Analyze art from various historical periods in terms of style, subject matter, and movements. | | Elements:  Line- how to make marks, expressive lines, line quality, gesture drawing, contour drawing, and/or drawing using negative space (extent of instruction depends on level of learners, course, and resources per discretion of teacher)  Principles: specific to lessons  Media: drawing  Art History/Criticism: Students will be exposed to great use of line in master work as selected by teacher  Essential Outcomes: Students will choose drawing media and demonstrate understanding of techniques and methods taught with the focus being on line. Higher level learners will vary media and/or techniques to increase expression in work. Students will be able to recognize good use of line in work from masterwork. Higher level learners will also evaluate their own work and that of their peers for proficency with line.  Instructional Guides: Teachers may select from lessons listed to best levels of learners, fit course, unit length and resources  FORMATIVE ASSESSMENTS- Daily observation of student performance with correction |
| **[4: Shape, Form and Value](http://cmapp.wcpss.net/guide/unit/id/2505)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 4: Shape, Form and Value | 31 - 40 | |  |  | | --- | --- | | 6.V.2, 6.CR.1 | Use the language of visual arts to communicate effectively.  6.V.1.3 - Identify artists' styles  Use critical analysis to generate responses to a variety of prompts.  6.CR.1.2- Generate responses to art using personal preferences, prior knowledge, and relationship to self. | | Elements:  Shape- 2-D, created by use of elements  Form- 3-D, drawing/forming basic geometric forms (sphere, box, cylinder)  Value- value scale, value techniques (modeling, crosshatching)  Principles: specific to lessons  Art History/Criticism: Students will be exposed to master work as selected by teacher that exemplifies use of shape, form and value. Students should be able to analyze artist's use of each in the selected artwork.  Essential Outcomes: Students will choose media to demonstrate they can create a 5 step value scale as well as attempt to apply that to an original work. Higher level learners will create original work using a range of values via one or more modeling techniques as taught. If 3-D process is used, students will create values using techniques specific to the medium while higher level learners will create a piece that is also well composed. Students will recognize use of shape, form and value in master work. Higher level learners will be able to evaluate/critique the level of proficiency in use of shape, form and value in art work from the past, their peers or their own using critical analysis.  Instructional Guides: Teachers may select from lessons listed to best levels of learners, fit course, unit length and resources  FORMATIVE ASSESSMENTS- Daily observation of student performance with correction |
| **[5: Color Theory](http://cmapp.wcpss.net/guide/unit/id/2506)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 5: Color Theory | 41 - 50 | |  |  | | --- | --- | | 6.CX.2, 6.V.2, 6.V.3 | **6.V.2 Apply creative and critical thinking skills to artistic expression**  6.V.2.3- Understand that original imagery is a means of self-expression and used to communicate ideas and feelings.  **6.V.3 Create are using a variety of tools, media, and processes safely and appropriately.**  6.V.3.3- Create art in different media using various techniques and processes.  **6.CX.2 Understand the interdiscillinary connections and life applications of the visual arts.**  6.CX.2.1-Exemplify how skills and concetps dveloped in art ar part of, and can be applied to, daily life. | | Elements:  Color- color wheel, primary, secondary and tertiary colors, paint mixing techniques (as needed for media chosen) to make colors from primaries as well as basic understanding of one or two color schemes like warm/cool & complementary(higher levels will examine value, intensity and may explore all color schemes)  Principles:specific to lessons  Art History/Criticism: Students will be exposed to master work with the intent of seeing how the artist chose to use color to enhance meaning, mood or message. Higher level students will practice interpreting artwork with teacher assistance.  Essential Outcomes: Students will paint a color wheel to show they can mix secondary and tertiary colors from primaries correctly. Students will be able to recognize and discuss master use of color as it applies to the interpretation in art from past, present and self. Higher level learners may also design an original color wheel, vary value and intensity as well as explore color schemes in original compositions. Higher level learners will interpret the meaning, mood and/or message color imparts in their own work, the work of their peers and/or master work.  Instructional Guides: Teachers may select from lessons listed to best levels of learners, fit course, unit length and resources  FORMATIVE ASSESSMENTS- Daily observation of student performance with correction |
| **[6: Form and Space](http://cmapp.wcpss.net/guide/unit/id/2507)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 6: Form and Space | 51 - 60 | |  |  | | --- | --- | | 6.CX.1, 6.V.3 | **6.V.3 Create art using a variety of tools,media, and processes, safely and appropriately**  6.V.3.2- Create are using a variety of 2-D and 3-D media, including digital  **6.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts**  6.CX.1.1- Understand the visual arts in relationship to the geography, history, and culture of world civilizations and societies from the beginning of human society to the emergence of the First Global Age. | | Elements:  Form- continued practice with the difference between shape(2-D) and form (3-D), drawing from life, perspective, and/or sculpture as determined by teacher to best fit course, level of learners and resources.  Space- positive versus negative space, creation of depth in compositions  Principles: specific to lessons  Art History/Criticism: Students will be exposed to 2-D, 3-D and/or architecture that exemplifies form and space. Higher level learners will practice analyzing and interpreting artist use of form and space with teacher.  Essential Outcomes: Students will practice then create an original artwork to demonstrate understanding of space. Students will be able to recognize and discuss how form is used, as well as analyze the use of space in work from the past, their peers and themselves. Higher level learners will create an original artwork using 3-D process as well as evaluate the proficiency with which form and space are used in their own work, that of their peers or masterwork.  FORMATIVE ASSESSMENTS- Daily observations of student performance with correction |
| **[7: Addtional Art Making Processes](http://cmapp.wcpss.net/guide/unit/id/2508)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 7: Addtional Art Making Processes | 61 - 70 | |  |  | | --- | --- | | 6.CX.2, 6.CX.1 | **6.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.**  6.CX.1.2-Analyze art from various periods in terms of style, subject matter, and movements.  **6.CX.2 Understand the interdisciplinary connections and life application of the visual arts.**  6.CX.2.2- Understand the connections between art and other disciplines.  6.CX.2.3- Understand how collaborative planning is used to create art.  6.CX.2.4- Understand the role of art in creating digital images, technological products, and design. | | Elements: exploration of elements of art in art making processes that could include but are not limited to printmaking, fibers, crafts, pottery, graphic design, animation, digital drawing, etc. as selected by teacher to best fit course, level of learners and resources  Principles: specific to lessons  Art History/Criticism: Students will be exposed to artwork that exemplifies the elements and/or principles being studies from the teacher selected art making process. Higher level learners will use process specific vocabulary to practice critical analysis of such work.  Essential Outcomes: Students will produce an original artwork in the teacher selected process that demonstrates understanding of techniques as instructed. Higher level learners will more than one technique taught in a well composed/crafted original artwork in the process studied. Higher level students will critically analyze their work and present the analysis to the class.  Instructional Guides: Teachers may select from lessons listed to best levels of learners, fit course, unit length and resources  FORMATIVE ASSESSMENTS-Daily observation of student performance with correction |
| **[8. Technology in the Art Studio](http://cmapp.wcpss.net/guide/unit/id/2509)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 8. Technology in the Art Studio | 71 - 80 | |  |  | | --- | --- | | 6.CR.1 | **6.CR.1 Use critical analysis to generate responses to a variety of prompts.**  6.CR.1.2- Use formative, self-evaluation strategies and results to improve the quality of art. | | Elements:as selected by teacher  Principles:as selected by teacher  Art History/Criticism: Students will be exposed to artwork that utilized the technology(ies) being explored. Students will practice making good choices for use of technology in their art making.  Essential Outcomes: Students demonstrate understanding of technology used in creation of or research of/for art making. Students will effectively evaluate which technology is helpful and which are not. Higher level learners will use more than one technology to research, reference, plan or create original artwork. Higher level learners will be able to evaluate multiple technologies and make recommendations for their use to peers or teacher.  Instructional Guides: Teachers may select from lessons listed to best levels of learners, fit course, unit length and resources  FORMATIVE ASSESSMENTS- Daily observation of student performance with correction |
| **[9. Literacy in the Art Studio](http://cmapp.wcpss.net/guide/unit/id/2788)** | | | |
| Unit | Day | Common Core/Essential Standards | Key Concepts / Instruction |
| 9. Literacy in the Art Studio | 81 - 90 | |  | | --- | |  | | Elements:as selected by teacher  Principles:as selected by teacher  Art History/Criticism: Students will be exposed to artistic text (including but not limited to: artwork, textbook literature, interviews, news articles, research information, etc.) selected by the teacher from history or time periods and practice reading, responding and writing to it. Students will practice describing, analyzing, interpreting and judging artwork citing evidence from the artwork (text).  Essential Outcomes: Students will research the life and work of an artist and use that research in either written format or to aid the development of their own artwork. Students will use critical analysis to evaluate artwork in written/oral format. Higher level students will critique artwork (master, peer or own), compose an artist statement, reflect on personal progress towards proficiency, and/or research/write/report on the life, work and impact of an artist. Higher level students will be asked to share/present their work with the teacher or their peers.  Instructional Guides: Teachers may select from lessons listed to best levels of learners, fit course, unit length and resources  FORMATIVE ASSESSMENTS- Daily observation of student performance with correction |